


## The Mediator Role of Hope in the Relationship Between Psychological Counselors' Mental Well-being and Psychological Resilience

Sevilay YILMAZ

Gaziantep University, Turkey,  <https://orcid.org/0000-0003-1627-2855>

Erhan TUNÇ

Gaziantep University, Turkey,  <https://orcid.org/0000-0003-1627-2855>

**Abstract:** The aim of this research was to investigate the mediating roles of hope and its sub-dimensions in the relationship between psychological counselors' mental well-being and resilience levels. The participants consist of 374 psychological counselors working in Gaziantep in 2020-2021 academic year. The research data were collected via "Mental Well-Being Scale", "Psychological Resilience Scale", "Integrative Hope Scale" and "Personal Information Form". For statistical analysis SPSS.25 program and PROCESS 4.0 extension were implemented. The research results indicated that there was a positive relationship between mental well-being and psychological resilience, hope and there was a significant relationship between trust/belief, lack of perspective, positive future orientation, social relations/individual value. There was a positive correlation with psychological resilience and hope; while there was a significant relationship between trust/belief and positive future orientation; It was seen that there was no significant relationship between psychological resilience, lack of perspective and social relations/individual value. When looked at the mediation models in the relationship between mental well-being and resilience, it was seen that hope, trust/belief and positive future orientation had partial mediating effects in this relationship. It was observed that lack of perspective and social relations/individual value did not have a mediating effect between mental well-being and resilience.

**Keywords:** mental well-being, resilience, hope

**Citation:** Yılmaz, S. & Tunç, E. (2022). The Mediator Role of Hope in the Relationship Between Psychological Counselors' Mental Well-being and Psychological Resilience. In A. Ben Attou, M. L. Ciddi, & M. Unal (Eds.), *Proceedings of ICSES 2022-- International Conference on Studies in Education and Social Sciences* (pp.283-301), Antalya, Türkiye. ISTES Organization.

### Introduction

The world we live and social life in is in a state of constant change. When some of us adapt to this situation, some of us have problems adapting to this change and face situations that will negatively affect their mental health. People feel the need to seek professional help when they are unable to cope with adverse environmental conditions, difficulties they encounter in business and family life. In order to solve the problems, a number of

helping professions such as psychiatry, psychological counseling and clinical psychology have emerged in this field (Türk PDR-DER, 2011). Today's people are psychologically affected by many areas such as the environment, economy and technology and try to adapt to it, and often encounter different difficulties in coping with this situation. This situation has increased the responsibilities of psychological counselors and the need for them (Yeşilyaprak, 2009). With the increase in the responsibilities of psychological counselors, this is exactly where concepts such as mental well-being and psychological resilience of psychological counselors come into play and gain importance. Psychological counseling and guidance is a service area that values people, accepts people and supports the process of self-realization of people and helps to create the necessary conditions for this (Yeşilyaprak, 2009). Even if psychological counseling and guidance services have a significant impact on the whole society and are for all individuals who need it, this service is mostly provided to students in schools in our country and schools are very important for this. Psychological counselors in schools are responsible for the delivery and effective implementation of guidance services (Yeşilyaprak, 2006). This situation has made psychological counselors important in education and increased the need for psychological counselors in schools. In this process, psychological counselors try to help the student develop himself and adapt to his changing and renewed social environment.

It is thought that the mental well-being of school psychological counselors who carry out psychological counseling and guidance services, which is one of the most effective parts of the contemporary education approach, is important for the execution of these services in a more beneficial way. Mental well-being constitutes a basic framework that includes psychological and subjective well-being. The World Health Organization (2004) defines mental well-being as “an individual's awareness of his own interests and abilities, coping with the difficulties he encounters in life, being useful in business life and contributing to the society he lives in”. The concept of psychological well-being was first used by Bradburn (1969). Psychological well-being is explained by the predominance of negative emotions of positive emotions in the person's perspective towards life. According to Bradburn (1969), the positive and negative feelings that an individual has in his life give us information about his psychological state and well-being. Psychological well-being, which has been one of the leading concepts in the field of psychology since 1980, is a concept defined as reaching an answer about how people can live more efficiently by evaluating their own life (İşgör, 2017). Ryff was the first to introduce the concept of psychological well-being to the psychology literature. Subjective well-being is defined as the positive and personal state of life satisfaction with the combination of our thoughts and feelings (Diener, 2001). Subjective well-being means reviewing one's life, thinking about it, and making a decision at the same time.

Psychological counselors communicate and establish relationships with many people during the day, try to listen to them, understand them, help them how to deal with difficult situations they encounter, and seek solutions to their problems. While trying to gain the ability to cope with these difficult situations faced by the individual and to stay strong in the face of them, he encounters various difficulties. In connection with this, it was thought that it was important to determine the psychological resilience of psychological counselors and it was desired to draw attention to the importance of the subject by considering this variable. Considering the studies conducted in recent years, it is seen that the concept of psychological resilience has gained importance. The main reason for

this is; The fact that people have to cope with the changing environment and difficult living conditions and the necessary skills are at the forefront (Okan, Yılmaztürk ve Kürüm, 2020). Positive psychology has revealed and focused on the strengths rather than the weaknesses of the person. Along with the emphasis on strengths, many concepts such as "psychological resilience", "psychological flexibility", "resilience" and "psychological resilience" have come to the fore. Murphy (1987) defines resilience as a concept that describes how we should cope with the difficult life events we encounter in our lives and how we should continue our lives as before after these events. Psychological flexibility; It is a concept that is based on being aware of the moment one is in and acting in order to achieve their goals (Hayes, 2004). Concept of resilience is defined (Rutter, 2006) as a concept related to the individual's resistance to the difficulties that occur in life, to struggle with them and to achieve successful results by overcoming all kinds of difficulties. Psychological resilience means adapting to the changes that occur in one's life as a result of the combination of protective factors and risk factors against traumatic events such as divorce, moving, natural disaster, and poverty. In short, it includes the adaptation phase that occurs as a result of the organism being faced with a risk situation (Kararırmak, 2006). Although various studies have been carried out abroad on psychological resilience, this subject has been incomplete in our country, its importance has not been understood and it has not been emphasized much. Considering the difficult conditions in our country, this concept becomes even more important for children and adolescents. It is thought that such an important concept will contribute to the literature in the field of preventive mental health.

Another concept of the research, Snyder (2002) defines hope as a type of goal-oriented thinking that individuals see as having the ability to develop, implement and maintain strategies in line with their goals. "What is the first thing that comes to mind when we say hope? The concept of hope has been the subject of study in almost every field, and what this concept is, its content and scope has been discussed for many years. In order to know what the concept of hope is and how it is formed, it is necessary to go back to the first years of childhood (Tarhan & Bacanlı, 2016). In short, hope is "a feature that gives a sense of well-being and motivates people to take action" (Frank, 1968; cited in Kemer and Atik, 2005). The concept of hope not only evokes the future, but also expresses dreams and goals for it. The word hope is also in the minds; It enlivens concepts such as belief, positive future, plan and dream. When the literature is examined, positive psychology has contributed to the field of guidance and psychological counseling, as in many fields, with all these concepts it includes.

Purpose of the research; What is the mediating effect of hope and its sub-dimensions in the relationship between psychological counselors' mental well-being levels and psychological resilience levels? In this study, the following hypotheses were tested within the scope of the purpose.

- 1) Hope has a partial mediating effect in the relationship between psychological counselors' mental well-being levels and psychological resilience levels.
- 2) Trust/belief, one of the sub-dimensions of hope, has a partial mediating effect in the relationship between mental well-being and resilience in psychological counselors.
- 3) Lack of perspective, which is one of the sub-dimensions of hope, has a partial mediating effect on the relationship between mental well-being and resilience in psychological counselors.

- 4) Positive future orientation, which is one of the sub-dimensions of hope, has a partial mediating effect in the relationship between mental well-being and resilience in psychological counselors.
- 5) Social relations/individual value, which is one of the sub-dimensions of hope, has a partial mediation effect on the relationship between mental well-being and resilience in psychological counselors.

## Method

This study, which examines the mediating role of hope in the relationship between psychological counselors' mental well-being levels and psychological resilience levels, was designed with the relational screening model, which is a subtype of the general screening model, and tested with structural equation modeling (SEM).

The study group consists of 374 psychological counselors who work in the institutions at the Ministry of National Education in Gaziantep in the 2020-2021 academic year and are determined by the appropriate sampling method.

Table 1. Demographic Information of the Participants

Variable	Frequency(n)	Percentage(%)
Gender		
Woman	224	61,2
MAAn	142	38,8
Age		
21-31	204	55,7
32-42	114	31,1
43+	48	13,1
Marital status		
Single	181	49,5
Married	185	50,5
Education Status		
Bachelor's Degree	244	66,7
Master's Degree	122	33,3
Type of Institution		
Public Instituion	302	82,5
Private Institution	64	17,5
Professional Seniority(Year)		
1-5 year	137	37,4
6-10 year	111	30,3
11-15 year	62	16,9
16+	56	15,3

Level of Education Served		
Preschool	20	5,5
Elementary School	91	24,9
Middle School	93	25,4
High School	98	26,8
Special Education	29	7,9
Guidance Research Center	35	9,6
Longest Served Education Level		
Preschool	16	4,4
Elementary School	80	21,9
Middle School	115	31,4
High School	96	26,2
Special Education	29	7,9
GRC	30	8,2

Before the data collection process, necessary permissions were obtained from Gaziantep University Social and Human Sciences Ethics Committee and the Directorate of National Education. After obtaining the necessary permissions, the data were collected online (Google Form) and analyzed using SPSS.25 and Hayes' PROCESS 4.0 extension. In order to apply parametric tests, it was examined whether the data obtained from the scales had a normal distribution. The distribution of the scores obtained from the scales was examined using the normality test, skewness coefficient and histogram graphics. The values of the normality test are given in Table 2.

Table 2. The Results of the Normality Test for the Variables

	Psychological resilience	Hope	Trust	Lack of perspective	Positive future orientation	Social relations	Mental Well being
N	374	374	374	374	374	374	374
X	63.72	100,7	44,08	17,82	20,57	18,28	56,14
S	8.52	12,87	6,91	7,28	2,99	3,72	8,93
Median	64.00	101,0	45,00	17,00	21,00	19,00	56,00
Minimum	40.00	65,00	24,00	6,00	11,00	7,00	28,00
Maximum	81.00	138,0	54,00	36,00	24,00	24,00	78,00
Kolmogorov- Smirnov	.061	.074	.089	.073	.141	.081	.061
p	.002	.000	.000	.000	.000	.000	.002
Skewness	-.328	.245	-.629	.399	-.946	-.446	-.423
Kurtosis	-.315	1,12	-.116	-.426	.627	-.235	-.209

When Table 2. is examined, it is seen that the variables do not show normal distribution according to the Kolmogorov-Smirnov test result ( $p < .05$ ). However, the skewness coefficient values were examined and it was determined that the skewness and kurtosis coefficients were within the limits of -2 and +2 (George and Mallery, 2010). In addition, it was seen that the mean, median and mode values of the obtained scores were close to each other. Since the histogram graphs showed that the scores were not skewed to the right or left, they were gathered on the normal distribution curve, it was decided to use parametric tests.!!

In line with the first sub-goal of the research, Pearson Product-Moment Correlation Analysis was conducted to determine whether there is a relationship between the above variables. Then, the stages of analyzing the intermediary model were started. The significance of the effects between the variables was examined using the bootstrapping method. Bootstrapping method produced 95% bias corrected confidence intervals. In this method, the indirect effect is in focus and the lower (LLCI) and upper (ULCI) limits of the confidence interval are determined for the significance of the effect value. Confidence intervals that do not contain zero are considered statistically significant (Gürbüz, 2019).

In this research, Model 4 stated by Hayes (2013) was used in the mediation analysis. In the model, the predictor variable was mental well-being, the mediating variables were hope, and the sub-dimensions of trust-belief, lack of perspective, positive future orientation, social relations-individual value variables were determined as the mediator variable, and psychological resilience was the predicted variable. Mediator variables are placed in the model one by one. The significance of the indirect effects in the analyzes was evaluated using the bootstrapping method and 5000 resamples at a 95% confidence interval.

In the established models, the effects between the variables were coded as a, b, and c path, and as the predictor variable (X), the predicted variable (Y) and the mediator variable (M). The mediating effects of the total hope score and sub-dimensions of trust-belief, lack of perspective, positive future orientation, social relations-individual value variables were tested separately. “Personal Information Form, Mental Well-Being Scale, Psychological Resilience Scale, Integrative Hope Scale” scales were used as data collection tools in our research.

## Results

### Results of Descriptive Statistics

The independent variable of the research is mental well-being, hope and trust, which are the sub-dimensions of hope, lack of perspective, positive future orientation and social relations-individual value, and the dependent variable is psychological resilience. The mean ( $\bar{X}$ ), lowest and highest scores and standard deviation values for the variables used in the study are presented in Table 3. When Table 3 is examined, it is seen that the trust-belief variable has the highest mean, and the lack of perspective variable has the lowest mean among the sub-dimensions of the hope variable.

Table 3. Descriptive Statistics of Dependent and Independent Variables

Variable (n=374)	$\bar{X}$	Ss	Min.	Max.
Psychological resilience	63,72	8,52	40,00	81,00
Hope	100,77	12,87	65,00	138,00
Trust-belief	44,08	6,91	24,00	54,00
Lack of perspective	17,82	7,28	6,00	36,00
Positive future orientation	20,57	2,99	11,00	24,00
Social relations-individual value	18,28	3,72	7,00	24,00
Mental well being	56,14	8,93	28,00	70,00

### Results of Correlation Analysis Between Resilience Hope and Mental Well-Being Variables

In the study, Pearson Correlation analysis was conducted to reveal whether there is a significant relationship between the variables of resilience, hope and mental well-being. The findings obtained as a result of the analysis are given in Table 2.

Table 2. Correlations among Variables

	1	2	3	4	5	6	7
<b>1. Psychological resilience</b>	1						
<b>2. Hope</b>	.52**	1					
3. Trust-belief	.65**	.79**	1				
4. Lack of perspective	-.16**	.37**	-.21**	1			
5. Positive future orientation	.56**	.66**	.74**	-.21**	1		
6. Social relations	.47**	.72**	.69**	-.11*	.52**	1	
<b>7. Mental well-being</b>	.76**	.59**	.72**	-.17**	.56**	.58**	1

When the analysis results in Table 2. are examined, the mental well-being scores are; positive with overall hope, positive future orientation, and social relationships-personal worth and trust-belief scores; It is seen that there is a significant negative correlation with the lack of perspective score. Psychological resilience scores; positive with total hope, trust-belief, positive future orientation, social relations and mental well-being scores; It is seen that there is a significant negative correlation with the lack of perspective score.

### Analysis Results Regarding Research Models

The Results of the Mediation Analysis Regarding the Mediation Role of Hope in the Relationship Between Mental Well-Being Levels and Psychological Resilience are given in Figure 1.



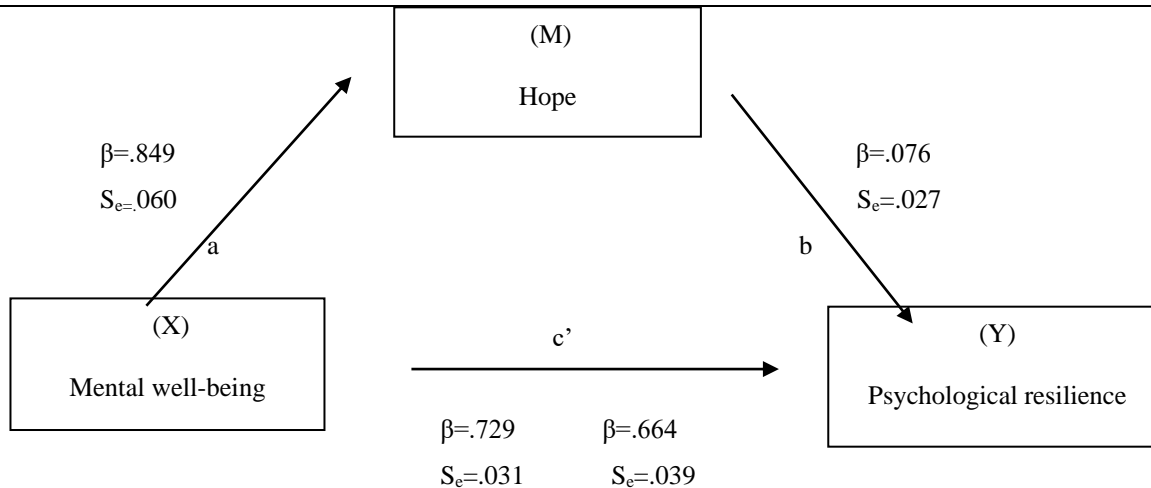


Figure 1. Research Model of the Mediation Relationship of Hope

When Figure 1 is examined, the mental well-being variable significantly affects the mediating variable hope ( $\beta=.84$ ;  $p<.001$ ). It is seen that the regression model related to the model established in the table is also significant ( $R^2=.34$ ;  $F(1, 372)=198.4$ ;  $p<.001$ ). It was concluded that the mediating variable hope and mental well-being significantly affect psychological resilience. When the mediator variable hope is included in the model, it is seen that the effect between mental well-being and psychological resilience changes and this effect decreases. Therefore, hope has a partial mediating role in the relationship between mental well-being and resilience. It is seen that the effect of the bootstrapping analysis for the significance of the mediator variable is also significant. The significance of the partial mediation effect of hope is explained by the absence of zero between the two values in the specified confidence interval and the same directional signs. Another finding of the study is that mental well-being and hope together explain 59% of the variance observed in resilience levels ( $R^2=.59$ ;  $F(2, 371)=271.12$ ;  $p<.001$ ). Since it was determined that hope has a partial mediating role in the relationship between mental well-being and resilience, Hypothesis 1, which states that hope has a mediating role in the relationship between mental well-being and resilience, was accepted.

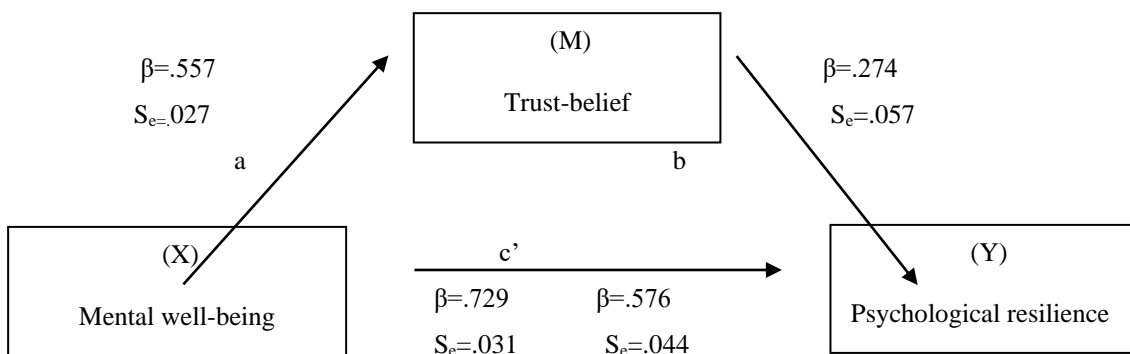


Figure 2. Research Model of the Mediation Relationship between Trust and Belief

When Figure 2. is examined, the mental well-being variable significantly affects the mediating variable trust-belief ( $\beta=.55$ ;  $p<.001$ ) It is seen that the regression model related to the model established in the table is also



significant ( $R^2=.519$ ,  $F(1, 372)=402.09$ ,  $p<.001$ ).

It was concluded that the mediating variable trust-belief and mental well-being significantly affect psychological resilience. When the mediating variable trust-belief is included in the model, it is seen that the effect between mental well-being and psychological resilience changes and this effect decreases. Therefore, trust and belief have a partial mediator role in the relationship between mental well-being and resilience. It is seen that the effect of the bootstrapping analysis for the significance of the mediator variable is also significant. The significance of the partial mediation effect of trust-belief is explained by the absence of zero between the two values in the specified confidence interval and the same directional signs. Another finding of the research is that mental well-being and confidence together explain 60% of the variance observed in psychological resilience levels ( $R^2=.60$ ;  $F(2, 371)=288.75$ ;  $p<.001$ ).

Since it was determined that trust has a partial mediating role in the relationship between mental well-being and resilience, Hypothesis 2, which is expressed as trust belief has a mediating role in the relationship between mental well-being and resilience, was accepted.

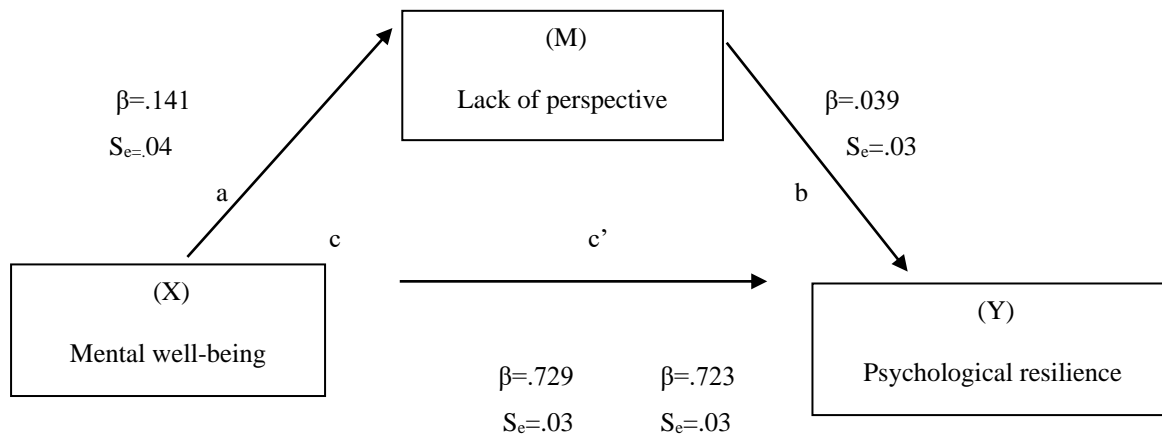


Figure 3. Research Model of the Mediation Relationship between Lack of Perspective

Mental well-being variable significantly affects the mediating variable lack of perspective and psychological resilience. It is seen that the regression model related to the model established in the table is also significant ( $R^2=.030$   $F(1, 372)=11.57$ ,  $p<.001$ ). However, it was concluded that there was no significant relationship between mediator variable perspective deprivation and resilience. It is seen that the indirect effect of mental well-being on resilience through perspective deprivation is not significant. Therefore, lack of perspective does not have a mediating role between mental well-being and resilience. Hypothesis 3, which states that lack of perspective has a mediating role between mental well-being and resilience, was rejected.

When Figure 4. is examined, the variable of mental well-being significantly affects the mediating variable of positive future orientation ( $\beta=.19$ ;  $p<.001$ ). It is seen that the regression model related to the model established in the table is also significant ( $R^2=.323$ ,  $F(1, 372)=178.2$ ,  $p<.001$ ). It was concluded that the mediator variable

positive future orientation and mental well-being significantly affect psychological resilience. When positive future orientation, which is a mediating variable, is included in the model, it is seen that the effect between mental well-being and psychological resilience changes and this effect decreases. It is seen that the effect of the bootstrapping analysis for the significance of the mediator variable is also significant. When the confidence interval for positive future orientation is examined, it is explained by the absence of zero between the two values and the same directional signs. Another finding of the research is that mental well-being and positive future orientation together explain 60% of the variance observed in psychological resilience levels ( $R^2=.60$ ;  $F(2, 371) = 289.44$ ;  $p < .001$ ).

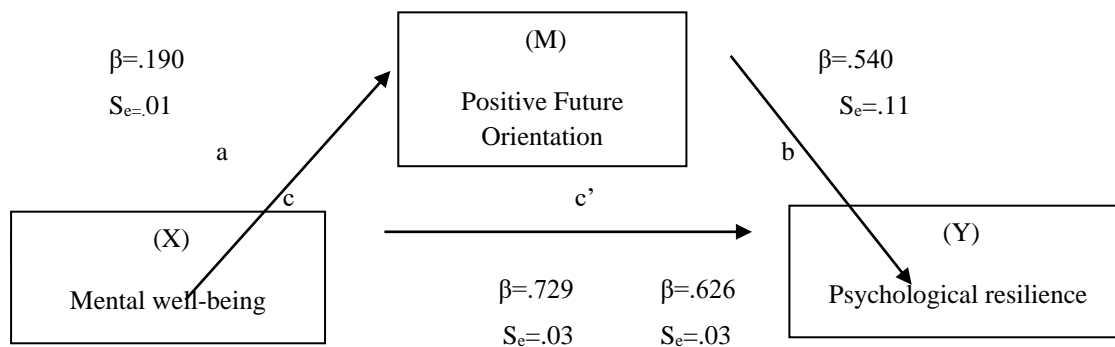


Figure 4. Research Model of the Mediating Relationship of Positive Future Orientation

Since it was determined that positive future orientation has a partial mediating role in the relationship between mental well-being and resilience, Hypothesis 4, which states that positive future orientation has a mediating role in the relationship between mental well-being and resilience, was accepted.

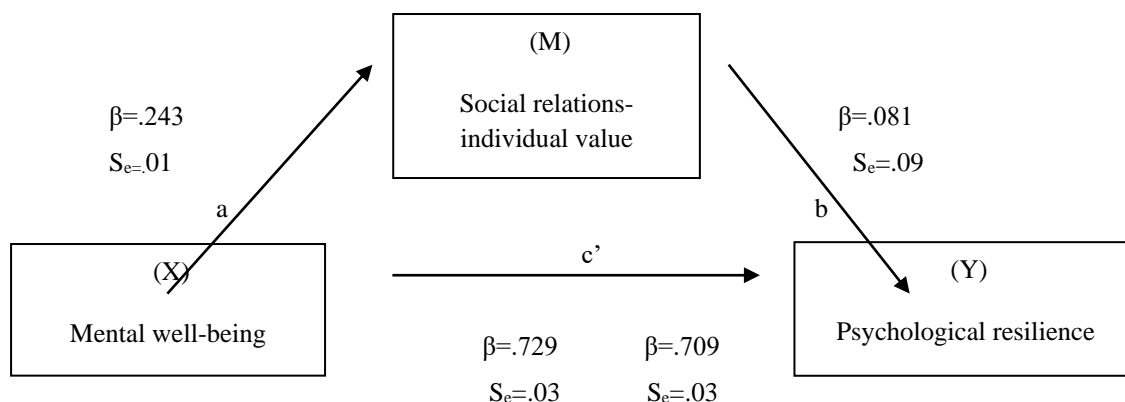


Figure 5. Research Model of the Relationship between Social Relations and Individual Value Mediation

Mental well-being variable significantly affects social relations-individual value and psychological resilience, which are mediating variables. It is seen that the regression model related to the model established in the table is also significant ( $R^2=.323$ ,  $F(1, 372)=178.2$ ,  $p < .001$ ). It was concluded that the relationship between the mediating variable social relations-individual value and psychological resilience was not significant. It is seen

that the indirect effect of mental well-being on psychological resilience through social relations-individual value is not significant.

Since it was determined that the social relations-individual value variable did not have a mediating role in the relationship between mental well-being and resilience, Hypothesis 5, which stated that social values, individual value mediator variable had a mediating role in the relationship between mental well-being and resilience, was rejected.

## Discussion

### Discussion on the Mediator Role of Hope in the Relationship Between Mental Well-Being and Resilience

“What is the mediating effect of Umut in the relationship between mental well-being and resilience?” Depending on the sub-problem, "Hope has a partial mediating effect on the relationship between mental well-being and resilience." The research hypothesis was analyzed in the findings section and the obtained findings confirm the hypothesis. According to Snyder et al., (2000), psychological counseling; It is a process that aims to bring about a change in the lives of individuals by increasing the current level of hope. Our study, in which the concept of hope is used as a partial mediating variable instead of many different variables, may also support the research group.

One of the findings obtained is that there is a positive and significant relationship between mental well-being and psychological resilience. When the literature is examined, it is seen that there are studies (Keyes, 2002; Keyes et al., 2010; Sağ and Bilican 2020) expressing results parallel to this finding. Considering the results of the study conducted by Duman et al (2020), it is seen that there is no significant relationship between mental well-being and psychological resilience. According to the results of the research; As the mental well-being levels of psychological counselors increase, there is an increase in their psychological resilience levels. Studies supporting these results in the literature (Taşdemir, 2018; Karacaoğlu and Köktaş 2016; Sağ, 2016; Odacı et al. 2021; Malkoç & Yalçın, 2015; Çelik, 2016; Souri & Hasanirad, 2011; Pidgeon & Keye, 2014) ; Miller & Chandler, 2002; Sagone & Caroli, 2014; Allen, 2016; Christopher, 2000; Felten & Hall, 2001) found a significant relationship between psychological well-being and resilience. In studies on subjective well-being (Çetinkaya Siviş, 2013; Terzi, 2005; Kararımak and Siviş Çetinkaya, 2011; Martin Krumm et al., 2003; Tusaie and Patterson, 2006) the results show similarity.

One of the findings obtained is that there is a positive and significant relationship between mental well-being and hope. When the literature is examined, it is seen that Demirtaş et al. (2018) has a study that expresses results in parallel with this finding. Snyder (2002) conducted the most comprehensive study on the concept of hope and found that there is a significant relationship between hope and psychological well-being. When the literature is examined, it is seen that there are studies (Michael and Snyder, 2005; Shorey et al., 2003; Snyder et al., 1996; Valle et al., 2006; Kylma, 2005; Ciarrochi et al., 2007) expressing parallel results to this finding. is seen. There are studies indicating that there is a significant relationship between subjective well-being, which is one of the

concepts of mental well-being, and hope (Magaletta & Oliver, 1999; Vacek et al., 2010; Kato & Snyder, 2005; Kirmani et al., 2015).

The relationship between mental well-being and resilience was also examined in the model in which the mediating effect of Hope was tested, the third "Relationship between psychological resilience and hope". The findings show that there is a positive and significant relationship between psychological resilience and hope. When the literature is examined, studies expressing parallel results with this finding (Kararmak, 2007; Zengin, 2013; Kaya, 2007; Aydın, 2010; Collins, 2009; Horton & Wallender, 2001; Mandleco & Peery, 2000; Werner, 1995; Klohn, 1996) ) appears to be.

### **Discussion on the Mediator Role of the Sub-Dimensions of Hope in the Relationship Between Mental Well-Being and Resilience**

“What is the mediating effect of trust/belief on the relationship between mental well-being and resilience?” Depending on the sub-problem, “There is a partial mediating effect of trust/belief on the relationship between mental well-being and resilience.” The research hypothesis was analyzed in the findings section and the obtained findings confirm the hypothesis.

Findings show that there is a significant relationship between mental well-being and trust/belief. Uslu and Şimşek (2020), in a study they conducted, stated that trust and well-being affect employee psychology and are among the factors that reflect it. Another finding is that there is a significant relationship between resilience and trust/belief. In order to talk about the psychological resilience of individuals, the individual must be exposed to a risk situation or difficult life events (Masten & Reed, 2002). According to Tümlü and Reçepoğlu (2013); Individual risk factors that affect psychological resilience include “low self-confidence of the individual”. Individuals with psychological resilience believe that they have the ability to manage the process well when faced with difficult life events (Skodol, 2010). For this reason, self-confidence and self-efficacy are among the priority conditions for resilience (Rutter, 1987).

“What is the mediating effect of lack of perspective on the relationship between mental well-being and resilience?” Depending on the sub-problem, “There is no mediating effect of lack of perspective on the relationship between mental well-being and resilience.” The research hypothesis has been analyzed in the findings section and the obtained findings are in the nature of rejecting the hypothesis. Considering the literature, although there is no study on this subject, Schrank et al. (2011) refers to the lack of perspective in the scale he developed about hope as “lack of hope”. In this part of study, a literature review on the equivalent concept of hopelessness was conducted. In many studies (Bluvol and Ford-Gilboe, 2004; Gilman et al., 2006) it has been determined that the lack of hope causes various psycho-social problems.

Findings show that there is a significant relationship between mental well-being and lack of perspective. In their study on mental well-being, Gürkan and Gür (2019) concluded that as the perception of hopelessness increases,

the level of mental well-being decreases. Another finding is that there is no significant relationship between psychological resilience and lack of perspective.

“What is the mediating effect of positive future orientation on the relationship between mental well-being and resilience?” Depending on the sub-problem, “Positive future orientation has a partial mediation effect on the relationship between mental well-being and resilience.” The research hypothesis was analyzed in the findings section and the obtained findings confirm the hypothesis. Seligman (2002) states that a person needs to go through the process of “psychological immunization” in order to feel powerful. Bringing positive traits such as focus on the future and optimism is more valuable than medication or any therapy. At this point, the people who will bring these characteristics to the individual are the psychological counselors, who also form the working group of our research.

The findings show that there is a significant relationship between mental well-being and positive future orientation. Another finding is that there is a significant relationship between resilience and positive future orientation. Schrank et al. (2011) also mentions the concept of “goal/target setting” within the scope of positive future orientation in the scale he developed about hope. While Gizir (2007) talks about the concept of psychological resilience, he mentions that among the individual protective factors are life goals and positive expectations for the future. This situation supports that there is a significant relationship between positive future orientation and psychological resilience.

“What is the mediating effect of social relations/individual value on the relationship between mental well-being and resilience?” Depending on the sub-problem, “There is no mediating effect of social relations/individual value on the relationship between mental well-being and resilience.” The research hypothesis has been analyzed in the findings section and the findings are in the nature of rejecting the hypothesis.

The findings obtained indicate that there is a significant relationship between mental well-being and social relations/individual value. When the literature is examined, well-being (Chu et al., 2010), psychological well-being (Iraz et al., 2021; Emadpoor et al., 2016; Aydın et al., 2017) and subjective well-being (Nur Şahin, 2011; Saygın, 2008) expressed results in parallel with our findings. The relationship between social support and well-being in the elderly is stronger than in other age groups (Yalçın, 2015). Another finding is that there is no significant relationship between psychological resilience and social relations/individual value.

## Conclusion

Positive, high and significant relationship between psychological resilience and mental well-being; positive, moderate and significant relationship between hope, trust/belief, positive future orientation and social relations/individual value; It was determined that there was a negative, low and significant relationship between perspective deprivation.

Positive, high and significant relationship between mental well-being and trust/belief; moderate and significant relationship between hope, positive future orientation and social relations/individual value; It has been determined that there is a negative, low and significant relationship between perspective deprivation.

It has been determined that hope, trust/belief and positive future orientation have partial mediating effects on the relationship between mental well-being and resilience. At the same time, it was determined that lack of perspective and social relations/individual value did not have a mediating effect on the relationship between mental well-being and resilience.

## Recommendations

- 1) The relationship between the concepts of mental well-being, psychological resilience and hope has not been investigated before in our country. For this reason, there is a need to enrich the findings of the study.
- 2) Various seminars can be held to increase mental well-being, psychological resilience and hope levels of psychological counselors. In addition, it is recommended to organize the course content in undergraduate education programs by focusing on positive psychology.
- 3) Studies on the concept of mental well-being are limited in our country. Studies should be increased for a better understanding of this concept.
- 4) When the literature is examined, it is noteworthy that there are few studies on psychological counselors in our country. Studies on psychological counselors should be increased.
- 5) According to the findings; It was determined that as the hopelessness level of psychological counselors increased, the level of mental well-being decreased. For this reason, working environments can be improved so that psychological counselors can gain efficiency from their business life.
- 6) In studies on hope, it has been determined that the "Integrative Hope Scale" is not used much and it is not examined in terms of the sub-dimensions of the concept of hope. In future studies, the sub-dimensions of the Integrative Hope Scale can be considered in terms of various variables.
- 7) Based on the findings, in order to better understand and support the factors affecting the psychological resilience levels of psychological counselors who will start their profession, mental well-being and hope-based occupational and school adaptation workshops can be organized.

## Acknowledgements

This study is derived from a master's thesis completed at Gaziantep University Institute of Educational Sciences, Department of Educational Sciences.

## References

- Allen ,W. (2016). *Examining the relationships between stress, depression, anxiety, and resilience in undergraduate nursing students (Unpublished Master's Thesis)*. University of North Georgia.
- Aydın, A., Kahraman, N., & Hiçdurmaz, D. (2017). Hemşirelik öğrencilerinin algılanan sosyal destek ve psikolojik iyi olma düzeylerinin belirlenmesi. *Psikiyatri Hemşireliği Dergisi* 2017,8(1):40–47 *Journal of Psychiatric Nursing* 2017;8(1), 40–47. doi:10.14744/phd.2017.95967
- Aydın, B. (2010). *Üniversite öğrencilerinin duygusal zeka ve umut düzeyleri ile psikolojik sağlamlıkları arasındaki ilişkinin incelenmesi*. (Yayımlanmamış yüksek lisans tezi).Karadeniz Teknik Üniversitesi.
- Bradburn, N. M. (1969). *The structure of psychological Well-Being*. Chicago: Aldine.
- Bluvol, A., & Ford-Gilboe, M. (2004). Hope, health work and quality of life in families of stroke survivors. *Journal of Advanced Nursing*, 48, 322–332.
- Christopher, K. A. (2000). Determinants of psychological well-being in Irish immigrants. *Western Journal of Nursing Research*: 22(2), 123-42.
- Chu , P. S., Saucier , D. A., & Hafner , E. (2010). Meta-analysis of the relationships between social support and well-being in children and adolescents. *Journal of Social and Clinical Psychology* 29(6), 624-45.
- Ciarrochi, J., Heaven, P. C., & Davies, F. (2007). The impact of hope, self-esteem and attributional style on adolescents' school grades and emotional well-being: A longitudinal study. *Journal of Research in Personality*, 41, 1161–1178.
- Collins, A. B. (2009). *Life experiences and resilience in college students: A relationship influenced by hope and mindfulness*. (Yayımlanmamış doktora tezi).Texas A& M University.
- Çelik, O. (2016). *Öğretmen adaylarında psikolojik iyi oluş algılanan sosyal yetkinlik ve güvengenliğin incelenmesi*. (Yüksek lisans tezi). Erzincan Üniversitesi.
- Çetinkaya, R. S. (2013). Turkish college students' subjective wellbeing in regard to psychological strengths and demographic variables: Implications for college counseling. *International Journal for the Advancement of Counselling*, 35, 317-330. doi:10.1007/s10447-013-9185-9
- Demirtaş, A. S., Baytemir, K., & Güllü, A. (2018). Pedagojik formasyon öğrencilerinde umut ve mental iyi oluş: Yapılandırmacı düşünmenin aracı rolü. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 2018; 14(1), 317-331. doi:http://dx.doi.org/10.17860/mersinefd.354636
- Diener, E. (2001). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 55, 34-43.
- Duman, N., Köroğlu, C., Göksu, P., & Talay, A. (2020). Üniversite öğrencilerinde mental iyi oluş ile psikolojik dayanıklılık ilişkisi. *Yaşam Becerileri Psikoloji Dergisi*, 4(7), 9-17.
- Emadpoor, L., Lavasani, M. G., & Shahcheraghi, S. M. (2016). Relationship between perceived social support and psychological well-being among students based on mediating role of academic motivation. *International Journal Of Mental Health And Addiction*, 14 (3), 284-290.
- Felten, B. S., & Hall, J. M. (2001). Conceptualizing resilience in women older than 85:Overcoming adversity from illness or loss. *Journal of Gerontological Nursing*, 27(11), 46–53.
- George, D., & Mallery, M. (2010). *SPSS for Windows Step by Step: A Simple Guide and Reference*, 17.0 update (10a ed.) Boston: Pearson.



- Gizir, C. A. (2007). Psikolojik sađamlık, risk faktörleri ve koruyucu faktörler üzerinde bir derleme çalışması. *Psikolojik Danışma ve Rehberlik Dergisi*, 3(28), 113-128.
- Gilman, R., Dooley, J., & Florell, D. (2006). Relative levels of hope and their relationship with academic and psychological indicators among adolescents. *Journal of Social and Clinical Psychology*, 25, 166-178.
- Gürbüz, S. (2019). *Aracı, düzenleyici ve durumsal etki analizleri*. Seçkin Yayıncılık.
- Gürkan, U., & Gür, S. (2019). Genç yetişkinlerde mental iyi oluş düzeyinin depresyonla ilişkisinin bazı değişkenlere göre incelenmesi. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi (ASEAD)*, 6 (6), Yıl 2019.
- Hayes, A. F. (2013). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach. Guilford Press.
- Horton, T. V., & Wallander, J. L. (2001). Hope and social support factors against psychological distress of mothers who care for children with chronic physical conditions. *Rehabilitation Psychology*, 46(4), 399-482. 08 01, 2020 tarihinde <https://www.tayfundogan.net/2016/10/20/kendini-toparlama-gucu-psikolojik-saglamlik/> adresinden alındı
- Iraz , R., Arıbaş, A. N., & Özşahin , F. (2021). Algılanan sosyal destek ve psikolojik iyi oluş ilişkisi: Üniversite Öğrencileri Örneđi. *Stratejik ve Sosyal Araştırmalar Dergisi*, C.5, S.2 Temmuz 2021, 363-376.
- İşgör, İ. Y. (2017). Eğitim ve sađlık çalışanlarında psikolojik iyi oluş ve özgeciliđin incelenmesi. DOI: 10.7827/TurkishStudies.11439.
- Karacaođlu, K., & Köktaş, G. (2016). Psikolojik dayanıklılık ve psikolojik iyi olma ilişkisinde iyimserliđin aracı rolü: Hastane çalışanları üzerine bir araştırma. *İş ve İnsan Dergisi, The Journal of Human and Work*, 3(2) 119-127.
- Kararımak, Ö. (2006). Psikolojik sađamlık, risk faktörleri ve koruyucu faktörler. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 3 (26), 129-139.
- Kararımak, Ö. (2007). *Deprem yaşamış bireylerde psikolojik sađamlığa etki eden kişisel faktörlerin incelenmesi: Bir model test etme çalışması* . (Doktora tezi). Orta Dođu Teknik Üniversitesi.
- Kararımak, Ö., & Şişiş-Çetinkaya, R. (2011). The role of adequate and limited financial resources on resilience and essential personal qualities leading to resilience among college students. *Euroasian Journal of Educational Research*. 43, 143-162.
- Kato, T. &. (2005). The relationship between hope and subjective well-being: Reliability and validity of the dispositional hope scale, Japanese version. *Japanese Journal of Psychology*, 76(3), 227-234. doi:10.4992/jjpsy.76.227.
- Kaya, N. D. (2007). *The role of self-esteem, hope and external factors in predicting resilience among regional boarding elementary school students*. (Yayımlanmamış yüksek lisans tezi). Ortadođu Teknik Üniversitesi.
- Kemer, G., & Atık, K. (2005). Kırsal ve il merkezinde yaşayan lise öğrencilerinin umut düzeylerinin aileden algılanan sosyal destek düzeyine göre karşılaştırılması. *M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 21, 162-168.
- Keyes, C. L. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207-222.

- Keyes, C. L., Myers, J. M., & Kendler, K. S. (2010). The structure of the genetic and environmental influences on mental well-being. *American Journal of Public Health, 100*(12), 2379-2384.
- Kirmani, M. N. (2015). Hope, resilience and subjective well-being among college going adolescent girls. *International Journal of Humanities & Social Science Studies, 2*(1), 262-270.
- Klohn, E. C. (1996). Conceptual analysis and measurement of the construct of ego-resiliency. *Journal of Personality and Social Psychology, 70*(5), 1067-1079. doi:10.1037/0022-3514.70.5.1067.
- Kylma, J. (2005). Dynamics of hope in adults living with HIV/AIDS: A substantive theory. *Journal of Advanced Nursing, 52*, 620–630.
- Magaletta, P. R., & Oliver, J. M. (1999). The hope construct, will and ways: Their relations with self-efficacy, optimism and general well-being. *Journal of Clinical Psychology, 55*, 539-551.
- Malkoç, A. &. (2015). Relationships among resilience, social support, coping, and psychological well-being among university students. *Turkish Psychological Counselling and Guidance Journal, 5*(43), 35-43.
- Mandleco, B. L. (2000). An organizational framework for conceptualizing resilience in children. *Journal of Child and Adolescent Psychiatric Nursing, 13*(3), 99-111.
- Martin, R. A., Puhlik, P., Larsen, G., Gray, J., & Weir, K. (2003). Individual differences in uses of humor and their relationship to psychological well-being: development of the humor styles questionnaire. *Journal of Research in Personality, 37*, 48-75.
- Masten, A. S., & Reed, M. G. (2002). Resilience in development. C. R. Snyder, & S. J. Lopez (Eds.) in, *The handbook of positive psychology* (s. 74-88). ). Oxford University.
- Michael, S. T., & Snyder, C. R. (2005). Getting unstuck: The roles of hope, finding meaning and rumination in the adjustment to bereavement among college students. *Death Studies, 29*, 435–458.
- Miller, A. M., & Chandler, P. (2002). Acculturation, resilience, and depression in midlife women from the former Soviet Union. *Nursing Research, 51*, 26–32.
- Murphy, L. B. (1987). *Further reflections on resilience*. (Ed: E. J. Anthony ve B. J. Cohler) *The Invulnerable Child*. New York: The Guilford Press.
- Nur Şahin, G. (2011). *Üniversite öğrencilerinin kendini açma, öznel iyi oluş ve algıladıkları sosyal destek düzeylerinin karşılaştırılması*. (Yayımlanmamış yüksek lisans tezi). Dokuz Eylül Üniversitesi.
- Odacı, H., Topal, N., & Özer, Ş. (2021). Okul danışmanlarının psikolojik iyi oluşları üzerinde psikolojik sermaye ve başa çıkma tarzlarının rolü. *Buca Eğitim Fakültesi Dergisi, 2021, sayı 52, Araştırma Makalesi*, 536-556.
- Okan, N., Yılmaztürk, M., & Kürüm, B. (2020). Bilinçli farkındalık ve psikolojik sağlamlık arasındaki ilişkide temel empati becerilerinin aracı rol etkisinin incelenmesi. *IBAD Sosyal Bilimler Dergisi. Özgün Araştırma. IBAD, 2020; (8)*, 319-335.
- Pidgeon, A., & Keye, M. (2014). Relationship between resilience, mindfulness, and psychological well-being in University students. *International Journal of Liberal Arts and Social Science, 2*(5), 27-32.
- Rutter, M. (1987). Psychological resilience and protective mechanisms. *American Journal of Orthopsychiatry, 57*, 316-331.
- Rutter, M. (2006). Implications of resilience concepts for scientific understanding. *Resilience in Children, 1–12*.

- Sagone, E. &. (2014). A correlational study on dispositional resilience. *American Journal Of Educational Research*, 2(7), 463-471. doi:10.12691/Education-2-7-5.
- Sağ, B. (2016). *Erken dönem uyumsuz şemalar ve pozitif algının psikolojik dayanıklılık depresyon ve psikolojik iyi oluş arasındaki ilişki*. (Yüksek lisans tezi). Maltepe Üniversitesi.
- Sağ, B., & Bilican, I. (2020). Bilişsel faktörler ile depresif semptomlar ve iyi oluş arasındaki ilişkide psikolojik dayanıklılığın aracı rolü. *Psikiyatride Güncel Yaklaşımlar* 12(Suppl 1):, 149-164. doi:10.18863/pgy.735193.
- Saygın, Y. (2008). *Üniversite öğrencilerinin sosyal destek benlik saygısı ve öznel iyi oluş düzeylerinin incelenmesi*. (Yayımlanmamış yüksek lisans tezi). Selçuk Üniversitesi.
- Schrank, B., Woppmann, A., Sibitz, I., & Lauber, C. (2011). Development and validation of an integrative scale to assess hope. *Health Expectations*, 14(4), 417-428.
- Shorey, H. S., Snyder, C. R., Yang, X., & Lewin, M. R. (2003). The role of hope as a mediator in recollected parenting, adult attachment and mental health. *Journal of Social and Clinical Psychology*, 22, 685-715.
- Skodol, A. E. (2010). *The resilient personality. Handbook of adult resilience* . in (s. 112-125). New York: Guilford Press.
- Snyder, C. R. (2002). Hope theory: rainbows of the mind. *Psychological Inquiry*, 13, 249-275.
- Snyder, C. R., Sympson, S. C., Ybasco, F. C., Borders, T. F., Babyak, M. A., & Higgins, T. F. (1996). Development and validation of the state hope scale. *Journal of Personality and Social Psychology*, 70, 321-335.
- Souri, H., & Hasanirad, T. (2011). Relationship between resilience, optimism and psychological well-being in students of medicine. *Procedia-Social and Behavioral Sciences*, 30, 1541-1544.
- Tarhan, S., & Bacanlı, H. (2016). İlkokuldan üniversiteye umut kavramının tanımlanması üzerine nitel bir çalışma. *Eğitimde Nitel Araştırmalar Dergisi. Journal of Qualitative Research in Education*, 4(2), 86-112.
- Taşdemir, E. (2018). *Psikologlarda bilinçli farkındalık ve psikolojik dayanıklılık ile psikolojik iyi oluş arasındaki ilişkinin incelenmesi*. (Yüksek lisans tezi). İstanbul Arel Üniversitesi.
- Terzi, Ş. (2005). *Öznel iyi olmaya ilişkin psikolojik dayanıklılık modeli*. (Doktora tezi). Gazi Üniversitesi.
- Tusaie, K. R., & Patterson, K. (2006). Relationships among trait, situational, and comparative optimism: clarifying concepts for a theoretically consistent and evidencebased intervention to maximize resilience. *Archives of Psychiatric Nursing*, 20, 3, 144-150.
- Tümlü, G. Ü., & Receptoğlu, E. (2013). Üniversite akademik personelinin psikolojik dayanıklılık ve yaşam doyumu arasındaki ilişki. *Yüksek Öğretim ve Bilim Dergisi / Journal of Higher Education and Science*, 205-213.
- Türk Psikolojik Danışma ve Rehberlik Derneği. (2011). *Psikolojik danışma ve rehberlik alanında çalışanlar için etik kurallar*. 8.Bası. Ankara.
- Uslu, O., & Şimşek, A. (2020). Çalışma arkadaşlarına güven ve psikolojik iyi oluşun çalışanların iş performansına etkileri. *Sakarya Üniversitesi İşletme Enstitüsü Dergisi*. Cilt2, Sayı 1, 6-12.
- Vacek, K. R., Coyle, L. D., & Vera, E. M. (2010). Stress, self-esteem, hope, optimism and well-being in urban ethnic minority adolescents. *Journal of Multicultural Counseling and Development*, 38, 99-111.

- Valle, M. F., Huebner, E. S., & Suldo, S. M. (2006). An analysis of hope as a psychological strength. *Journal of School Psychology, 44*, 393–406.
- Werner, E. E. (1995). Resilience in development. *Curr Dir Psychol Sci, 4*, 81-85.
- World Health Organisation. (2004). Mental health; Concepts emerging evidence and practice (Summary report). Geneva.
- Yalçın, İ. (2015). İyi oluş ve sosyal destek arasındaki ilişkiler: Türkiye’ de yapılmış çalışmaların meta analizi. *Türk Psikiyatri Dergisi 2015,26(1)*, 21-32.
- Yeşilyaprak, B. (2006). *Eğitimde bireysel farklılıklar. (Ed:Kuzgun Y., Deryakulu D)*. Ankara: Nobel Yayın Dağıtım.
- Yeşilyaprak, B. (2009). The development of the field of psychological counseling and guidance in Turkey: Recent advances and future prospects. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 42(1)*, 193-214.
- Zengin, B. (2013). *Özel eğitime muhtaç çocuğa sahip ebeveynlerin algıladıkları sosyal destek, psikolojik dayanıklılık ve umut düzeyleri. (Yüksek lisans tezi)*. Gazi Üniversitesi.